

**TEACHING VOCABULARY USING DEFINITION GAME
AT THE FIRST SEMESTER OF THE TENTH GRADE
AT MAN 1 KOTABUMI LAMPUNG UTARA
IN THE ACADEMIC YEAR OF
2017/2018**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By:

CAHYA MAULITA TYASIH

NPM 1311040256

Study Program: English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2018**

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**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2018**

ABSTRACT

TEACHING VOCABULARY USING DEFINITION GAME AT THE FIRST SEMESTER OF THE TENTH GRADE AT MAN 1 KOTABUMI LAMPUNG UTARA IN THE ACADEMIC YEAR OF 2017/2018

**By:
Cahya Maulita Tyasih**

One of the part in creating and understanding the language is vocabulary, people cannot express their opinion and ideas in English without knowing their vocabulary. This research is about teaching vocabulary using definition game at the first semester of the tenth grade at MAN 1 Kotabumi Lampung Utara in the academic year of 2017/ 2018. The objectives of this research were to know and describe the process of teaching vocabulary using definition game and also the teacher's problems in the process of teaching vocabulary using definition game.

Besides, the qualitative descriptive research had been employed and also purposive sampling technique had been used to determine the sample. It means that this research was conducted in X Mia 2 class as a sample. To gain the data this research used interview and observation. In qualitative research, to make accurate the data, this research used triangulation method and triangulation time. Furthermore, to analyze the data used three activities: data reduction, data display and conclusion drawing or verification.

Based on data analysis had been conducted in two meetings. After analyzing the data, there were found two points of the result. First of all, the teaching process of teaching vocabulary used definition game did not ran well. Second, the problems faced by the teacher were students unable to understand the grammar knowledge and use them in English skill, the repetition of frequencies of the words were so low that students cannot memorize the words they have learned, and vocabulary teaching does not distinguish common words from uncommon words, present vocabulary lack logic and does not reveal the regularity of English word. Which are all the problems related and appropriated to Tang's theory

Keyword: Definition Game, Qualitative Descriptive Research, Teaching Vocabulary



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¹MOTTO

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ
أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿النحل : ١٢٥﴾

“Invite (all) to the way of thy Lord with wisdom and beautiful preaching; and argue with them in ways that are best and most gracious; for thy Lord knoweth best, who have strayed from His Path, and who receive guidance.”

(Qs. Al-Nahl: 125)

¹ Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publications, 2001), p. 669

DECLARATION

I hereby declare that this thesis entitled: “Teaching Vocabulary Using Definition Game at First Semester of the Tenth Grade at MAN 1 Kotabumi Lampung Utara in the Academic Year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in the text.

Bandar Lampung, February 22nd 2018

Declared by,

Cahya Maulita Tyasih
NPM.1311040256

DEDICATION

First of all I would like to thank to Allah SWT who has given infinite love and affection and also from deep of my heart this thesis is fully dedicated to people who always give me support:

1. My beloved parents Mr. Sayono and Mrs. Harti Anjayani for their endless support, prayers, love and care.
2. My beloved sister Rizkia Utami Ningsih who always supports me and makes my days beautiful and colorful.
3. For all my beloved friends thanks for every moments that we did. Especially to F class who always encourage and support me.
4. And the last for my beloved almamater, UIN Raden Intan Lampung, who made me grow up and have contributed much for myself.

CURRICULUM VITAE

Cahya Maulita Tyasih was born in Kotabumi on August 09th, 1995. She is the youngest of two siblings of a lovely couple Mr. Sayono and Mrs. Harti Anjayani. She has one and only beloved sister whose name is Rizkia Utami Ningsih.

She accomplished her formal education at kindergarten Tunas Harapan and finished in 2001. After that she enrolled Elementary School at SDN 6 Kelapa Tujuh and finished in 2007. Then, she decided to continue her study at MTs Negeri 2 Kotabumi. When junior high school she followed badminton club (PBSI) in Lampung Utara until 3 years and then passed from MTs Negeri 2 Kotabumi in 2010. Afterward she continued her study at MAN 1 Kotabumi Lampung Utara and graduated in 2013. and the next, she continued her study in 2013 at State Islamic University (UIN) of Raden Intan Lampung as a student of English Education Program of Tarbiyah and Teacher Training Faculty.

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This undergraduate thesis entitled “Teaching Vocabulary Using Definition Game at the First Semester of the Tenth Grade at MAN 1 Kotabumi Lampung Utara in the Academic Year of 2017/2018“ is presented to the English Study Program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung. This thesis is submitted as a compulsory fulfillment of the requirements for S1 degree.

In arranging this thesis, a lot of people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher intended to express her gratitude and appreciation to all of them. Therefore, the researcher would sincerely thanks to:

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12. My beloved almamater UIN Raden Intan Lampung, which made me grow up and has much the contribution for myself development.

Finally, if there are any corrections, criticism, and comment for the betterment of this thesis are always open heartedly welcome because the researcher realizes that there is nothing perfect of this thesis.

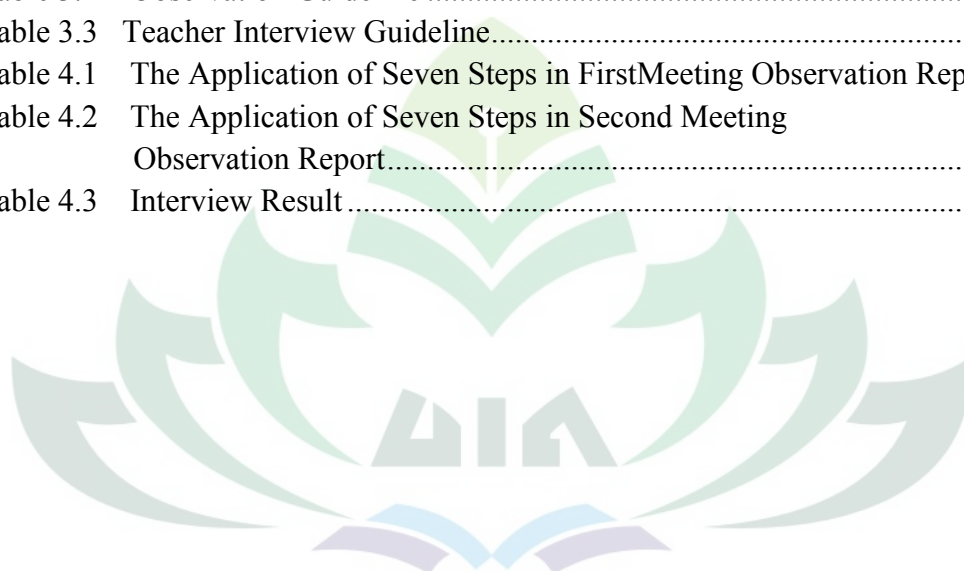
Bandar Lampung, February 22nd 2018

The researcher,

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LIST OF TABLES

Table	Page
Table 1.1 The Students' Score of Vocabulary in the Tenth Grade at MAN 1 Kotabumi Lampung Utara	7
Table 2.1 Word Association (The Definition Game).....	31
Table 2.2 How to Define Words	31
Table 3.1 Number of the Students at the first Semester of the Tenth Grade of MAN 1 Kotabumi Lampung Utara.....	38
Table 3.2 Observation Guideline	40
Table 3.3 Teacher Interview Guideline.....	42
Table 4.1 The Application of Seven Steps in FirstMeeting Observation Report...	69
Table 4.2 The Application of Seven Steps in Second Meeting Observation Report.....	71
Table 4.3 Interview Result	75



LIST OF APPENDICES

APPENDICES	Page
Appendix 1 Preliminary Research Data	92
Appendix 1.a Interview	92
Appendix 1.b Script of Interview	94
Appendix 1.c Translation the Script of Interview	98
Appendix 2 Interview Guideline for English Teacher	102
Appendix 2.a Transcript of First Interview English Teacher.....	105
Appendix 2.b Transcript of Second Interview English Teacher....	109
Appendix 3 Students' Score of Vocabulary	113
Appendix 3a Students' Score Vocabulary of X Mia 1.....	113
Appendix 3b Students' Score Vocabulary of X Mia 2.....	114
Appendix 3c Students' Score Vocabulary of X Mia 3.....	115
Appendix 3d Students' Score Vocabulary of X Mia 4.....	116
Appendix 4 Observation Sheet.....	117
Appendix 4.a Observation Sheet in the first meeting	117
Appendix 4.b Observation Sheet in the second meeting.....	120
Appendix 5 Teacher Instrument.....	123
Appendix 5.a Syllabus	123
Appendix 5.b Lesson Plan.....	130
Appendix 6 School Profile	141
Appendix 6.a Documentation.....	141
Appendix 6.b History and Data About MAN 1 Kotabumi.....	146

CHAPTER I INTRODUCTION

A. Background of Problems

In social life as human being people need a language as a tool to convey their idea. Using a language, people are able to share their experiences, thoughts, feeling and knowledge with other people from different countries. Language is a fundamental human faculty used for creative expression, face-to-face communication, scientific inquiry, and many other purposes.¹ It means that language really functions a great deal in people's life such as mean of communication, technology, and knowledge. Through the language people can reveal the intent and purpose for interacting in daily life.

According to Brown, language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.² Conclusion from Brown's statement language is special skill that develops spontaneously

¹ Elly van Gelderen, *A history of the English language*, (Philadelphia : John Benjamins B.V, 2006), p.1

² H Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Pearson Education, 2007), p.16.

without any awareness of the underlying logic everyone has a different ability to process language or the information received by them.

Based on all statements above that without language, it is impossible for people to join interaction each other in daily life or in learning something. It means that language is very important in our life as a system of communication to transfer message, opinion or someone's purpose.

One of the most important languages in the world that we must learn is English. English is an international language which widely used by people all over in the world. In this case there are several countries that make English as their second language and foreign language. Gunderson said that English Foreign Language is usually learned in environments where the language of the community and the school is not English.³ It means that people do not use the English to daily conversation as information. It may people can learn and find the English outside of classroom and through language club, special media opportunities and book.

In Indonesia, English used as foreign language as the basic education of curriculum in school or institution and English becomes one of subjects taught at Junior High School, Senior High School and up to University level. It means that students only have chance to practice English in the school and

³ Lee Gunderson, *ESL (ELL) Literacy Instruction : A Guide Book to Theory and Practice*, (New York : Routledge, 2009), p. 121, 2th ed

institutions. In this case, the teacher are also demanded to encourage students to practice in teaching and learning English every time in their daily activities.

In addition, in Al-Qur'an it is explained about language especially foreign language, one of them in Ibrahim: 4 states that

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ
وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤﴾

Meaning: We sent not a messenger except (to teach) in the language of his (own) people, in order to make clear to them. Now Allah leaves straying those whom he pleases and guides whom he pleases and he exalted in power full of wisdom. (QS. Ibrahim: 4)⁴

In this verse above, explained that learning foreign language is necessary and permissible which aims to create goodness. Through a foreign language not only people know all about the information but also people know how to interact each other. In this era globalization the language used to interact from one country to another is English. That is why English is taught and studied in every school.

Besides, teaching English at schools involve four skills for student to be mastered; these skills are listening, speaking, reading, and writing. These skills of language divided into three components are known as the pronunciation, vocabulary and grammar really important roles in mastering a

⁴ Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publications, 2001), p. 604.

language. According to Bauer, vocabulary is about words – where they come from, how they change, how they relate to each other and how we use them to view the world.⁵ It means that, people should acquire an adequate number of words and should know how to use them accurately. The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life.

In addition, there are some word classes in vocabulary they are: noun, pronoun, verb, adjective, adverb, preposition, conjunction and determiner.⁶ It means that the words classes have role as the sentence formation, as a connector, and explains the other word that can be used as a communication.

Conclusion from those statements above, to convey an idea people must have vocabulary knowledge well in order to avoid misunderstanding while doing interaction. Mastering in vocabulary is important for every language users. Not only as tools to transfer an idea but also vocabulary can expedite the information are needed by written and spoken.

Nowadays, there are many methods or techniques in teaching Vocabulary. As a teacher must create fun situation and encourage students more interactive and responsibility of the material. One of the ways in order to achieve teaching process well is through game. According to Hadfield says

⁵ Laurie Bauer, *Vocabulary*, (London : Taylor & Francis e-Library, 2001), p.8

⁶ Scott Thornbury, *How to Teach Vocabulary*, (Edinburgh Gate: Pearson Education Limited, 2002), p.3

that game is an activity with rules, a goal and an element of fun.⁷ It means that through games can stimulate students to improve their English well, create a fun situation, and increase student's motivation with a rules, goal and element of fun to create well achievement of teaching process.

According to Wright, he stated that Definition Game is traditional learning activity to challenge the player to define nearly every word he or she uses.⁸ It means that Definition Game is exciting challenge to train the player's ability to define words that used. Besides, there is a previous research that deals especially with Definition Game. The previous research comes from Alemi's journal entitled *Educational Games as a Vehicle to Teaching Vocabulary* in October 06, 2010.⁹ The purpose of this journal is evaluated and assesses the probable use or role of various word games such as: Twenty Questions, Charades, Definition Games, Passwords, and Crossword Puzzles in the development of vocabulary among third-grade junior high school students. In this journal divided into two groups: the experimental and control, the result of the present study seem to support the hypothesis formulated and have scored differently on the final test of vocabulary. And also uses of word games have positive effect on vocabulary development of third-grade junior

⁷ Jill Hadfield, *Intermediate Communication Games*, (Harlow : Longman,1996), p.5

⁸ Andrew Wright, et.al, *Games for Language* , (New York: Cambridge University Press, 1983), p.128

⁹ Minoo Alemi, *Educational Games as a Vehicle to Teaching Vocabulary*, Vol.2 No. 2,2010,p.425,<https://pdfs.semanticscholar.org/4d29/b9814a433c5cf9c238c3f30fc820ff07bc06.pdf>

high school students. The difference was statistically significance and the finding was support for claim that using word games promote vocabulary learning.

It can be concluded, that Alemi want investigate the roles of word game used five games namely Twenty Questions, Charades, Definition Game's, Passwords, and Crossword Puzzles to make the significant influence on student's vocabulary mastery. The result of previous research is support the hypothesis formulated and the scored differently on the final test of vocabulary. It means that, this research have the differences with others. In this research only focused in the teacher's problem and the process of teaching vocabulary using Definition Game and the result only describing the problem that occurred in the class.

Based on the preliminary research in MAN 1 Kotabumi Lampung Utara of the tenth grade, it was found that teaching vocabulary using Definition Game was applied there. From the interview had been found that the English teacher at tenth grade have obstacles to teach vocabulary using definition game in the class. During the interview the teacher said still difficult to manage the time, controlling the class and also still difficult to motivate and encourage students to be able define a word and know about the meaning of word in teaching vocabulary using Definition Game.¹⁰

¹⁰ Saidah, An English Teacher at MAN 1 Kotabumi Lampung Utara. *An Interview*, on Saturday, January 14, 2017, unpublished.

Based on explanation above can assume that teaching vocabulary is not easy. The teacher still found difficulties in teaching vocabulary although the teacher has used Definition Game. The teacher must prepare material carefully, pay attention of students' readiness and be able managed the time, thus that time is not wasted. From the preliminary research the researcher got data of score of the first semester of tenth grade students. The described in the following table:

Table 1.1
The Students' Score of Vocabulary in the Tenth Grade at MAN 1 Kotabumi
Lampung Utara in the Academic Year of
2017/2018

No	Score	Number of Students					
		X Mia 1	X Mia 2	X Mia 3	X Mia 4	Total	Percentage
1	<75	27	31	23	23	104	65 %
2	≥75	15	10	16	16	57	35 %
Total		42	41	39	39	161	100 %

Source: Document of English Vocabulary Score in X Mia Class at the Tenth Grade of MAN 1 Kotabumi.

Based on the table above, the total students failed category is higher than the pass category. There are 104 students of 161 get scores below the criteria of minimum standard (KKM). Whereas the criteria of minimum standard (KKM) at the tenth grade of MAN 1 Kotabumi is 75. It can be inferred that the achievement of the students in English subject is still low especially in class X Mia 2. As a result, students of X Mia 2 still have

difficulties to learn and less motivation in mastering vocabulary even though the teacher has used Definition Game.

From the statements above, the researcher concerned to observe the process of teaching vocabulary because the researcher want to know what are the obstacles that faced by the teacher even though this game was applied in class and also the students still get low score. That is why the research entitled: “Teaching Vocabulary Using Definition Game at the First Semester of the Tenth Grade at MAN 1 Kotabumi Lampung Utara in the Academic Year of 2017/2018.

B. Identification of Problem

Based on the background of the problem, the researcher identifies the problem as follows:

1. The teacher got difficulty to manage time and controlled the class.
2. The teacher got difficulty to motivate and encourage students to be able defines a word and know about the meaning of word.

C. Limitation of Problem

In this research only focused on the process of teaching vocabulary using definition game at the first semester of the tenth grade at MAN 1 Kotabumi Lampung Utara in the Academic Year of 2017/2018.

D. Formulation of the Research

Based on the identification of the background and limitation above, the researcher formulated of the problem as follow:

- a. How is the process of teaching vocabulary using definition game at first semester of the tenth grade at MAN 1 Kotabumi Lampung Utara in the academic year of 2017/2018 ?
- b. What are the teacher's problems in the process of teaching vocabulary using definition game at first semester of the tenth grade at MAN 1 Kotabumi Lampung Utara in the academic year of 2017/2018 ?

E. Objective of the Research

The objectives of the research are:

- a. To know and describe the process of teaching vocabulary using definition game at first semester of the tenth grade at MAN 1 Kotabumi Lampung Utara in the academic year of 2017/2018.
- b. To know and describe the teacher's problems in the process of teaching vocabulary using definition game at first semester of the tenth grade at MAN 1 Kotabumi Lampung Utara in the academic year of 2017/2018.

F. Use of the research

1. The result of the research as a source of information in teaching vocabulary.
2. To give information to English teacher especially about the problem that related may appear in teaching vocabulary using definition game.

G. Scope of the research

The scopes of this research are as follow:

1. Subject of the Research

The subjects of this research were the English teacher and the students at first semester of the tenth grade at MAN 1 Kotabumi Lampung Utara in the academic year of 2017/2018.

2. Object of the Research

The object of the research was used Definition Game in teaching vocabulary.

3. Time of Research

The research was conducted at first semester of the tenth grade in the academic year of 2017/2018.

4. Place of Research

The research was conducted in MAN 1 Kotabumi. It is located at the Perintis Candimas Street. Kotabumi, Lampung Utara.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as Foreign language

English in Indonesia is generally taught as a foreign language. The term 'foreign languages' in the field of language teaching is a language not used as a communication tool in a particular country where the language is taught. It is supported from Alwasilah states that English is a compulsory foreign language taught in all types of schools.¹ Besides, Lauder added that English is specified as a compulsory subject, part of the Basic Curriculum.² It means that English is considered as an important language to be taught and learned in starting from Junior High School up to the Senior High school. One of the reasons why English must to be taught and learned in order the learners are able to faces the competition in global era.

According to Harmer, English as a foreign language is generally taken to apply the students who are studying general English at the school and institution in their own country or as transitory visitor in a target language

¹A. Chaedar Alwasilah, *Policy on Foreign Language Education in Indonesia*, Vol. 7 No. 1 Desember 2013, p. 2, <http://ejournal.upi.edu/index.php/ije/article/view/5302>

² Allan Lauder, *The Status and Function of English in Indonesia: a Review of Key Factors*, Vol. 12, No.1, Juli 2008: 9-20, p. 16, <https://media.neliti.com/media/publications/4391-EN-the-status-and-function-of-english-in-indonesia-a-review-of-key-factors.pdf>

country.³ Hence, students only have chance to practice English in the school and institutions. In this case the teacher are also demanded to encourage students to practice English every time in their daily activities.

It is supported by Broughton et.al define that the rest of the world, English is a foreign language that to be taught in schools often widely but it does not play an essential role in national or social life.⁴ It means that although English is foreign language taught at school, many people or students do not used in daily by society but the accuracy only focus on learning English.

Therefore, the teacher should have known what the teacher to do when teach English as foreign language. Brown says that teaching is facilitating learning, enabling the learner to learn, setting the condition for learning and also the teacher have to guide the students with teaching style, approach, methods and classroom technique.⁵ It means that teaching is a teacher's process based on experiences, knowledge, material preparation and also teaching English as foreign language activities make students will understand what the teacher to be taught.

³ Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004), p.39

⁴ Geoffrey Broughton et.al, *Teaching English as a Foreign Language, Second Edition*, (New York: Routledge, 1980), p.6

⁵ H. Douglas Brown, *Principles in Language Learning and Teaching*, (San Francisco : Pearson Education, 2007), p.8

Based on all statement above, it can be inferred that English is first foreign language taught in all type school and the accuracy only focus on learning English and people do not play an essential role in national or social life.

B. Vocabulary

1. Concept of Vocabulary

As we know language is inseparable from vocabulary. Part of language that really important is vocabulary, without vocabulary people cannot transfer their idea well. Terminologically, there are many experts that have different explanation about vocabulary. It comes from Hassani et.al, they said that vocabulary is set lexemes from the smallest unit in the meaning system of a language that can be distinguished from other similar units.⁶ It means that vocabulary is one of necessary elements in language organized as a collection of words in list arranged by alphabetical that refers to language of system that have meaning.

The other definition of vocabulary from Heibert and Kamil, they say that vocabulary is the knowledge of meanings of words.⁷ It can be inferred that word has several of meaning. By knowing of the meaning in the words,

⁶ Mohammad Taghi Hassani, *et.al*, Vocabulary Teaching Strategies: How Do They Affect L2 Learners' Lexical Recall. *Journal of Advance in English Language Teaching*, Vol. 1 No.4 (2013), p. 96, https://www.academia.edu/4664320/Vocabulary_Teaching_Strategies_How_Do_They_Affect_L2_Learners_Lexical_Recall

⁷ Elfreida H. Heibert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, (New Jersey London : Publisher Mahwah, 2005, p.3

people can produce well in speak or read orally and the set of words also that an individual can use in writing. Moreover, people must have vocabulary knowledge in order to be communicated easily with people around and also vocabulary is foundation or a basic of a language.

It is supported by Cameron that vocabulary is the fundamental to using foreign language discourse.⁸ It means that when people want to produce some words or sentences, they need vocabulary to interact each other. That is why vocabulary is the most important thing to learn.

Besides, Richard and Renandya define that vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write.⁹ It is strengthened by Pan and Xu that vocabulary is the most important element in learning well a foreign language as one of three basic parts (phonetics, vocabulary and grammar).¹⁰ It means that vocabulary is the most important element of those skills. Without enough vocabulary knowledge students cannot produce their idea and express their feeling each other.

⁸ Lynne Cameron, *Teaching Language to Young Learner*, (Cambridge : Cambridge University Press, 2001), p.95

⁹ Jack C. Richard and Willy A. Renandya, *Metodology in Language Teaching: An Anthology of Current Practice*, (New York : Cambridge University Press, 2002), p.255

¹⁰ Qi Pan and Runjiang Xu, *Vocabulary Teaching in English Language Teaching*, Vol. 1, No. 11, November 2011, p.1586

Heibert and Kamil also state that the word comes in at least two forms: oral and print. Print is (receptive) people only understand or recognize the vocabulary in listening and reading whereas oral is (productive) vocabulary used in write or speak.¹¹ It also supported by Schmitt that vocabulary is the movement from no knowledge to receptive mastery to productive mastery.¹² It means that in vocabulary there are two forms productive and receptive. Productive vocabulary is the set of word that people can use in their writing or speaking, and the word it can be familiar. Conversely receptive is the set of word that people can assign meanings when listening or reading. It is clear that to be mastered of vocabulary people need a process or practice in order to initiate.

Based on those statements it can be inferred that vocabulary is batch of word that forming in a sentence to know the meaning of words in listening, speaking, reading and writing. And also vocabulary as basic component that have contain of aspect such as pronunciation, spelling and use of the word.

2. Kinds of Vocabulary

As we know vocabulary has some kinds that need to be learnt. Hatch and Brown said there are some kinds of vocabulary such as noun, pronoun,

¹¹ *Ibid*, p.3

¹² Norbert Schmitt, *Researching Vocabulary: A Vocabulary Research Manual*, (New York: Palgrave Macmillan, 2010), p.36

verb, adjective, adverb, preposition, conjunction, and determiner.¹³ Those kinds can be described as follows:

a. Nouns

Noun is refers to a person, place, or thing in word classes, it can be divided into subclasses:

1. Proper noun is a noun that indicates the specific name of thing.

Example: *Besty, Ohio and the Mormon Tabernade Choir.*

2. Common noun is a noun that names of general thing not specific.

Example: *Woman, Man and State.*

3. Abstract noun is a noun that names of idea not physical thing.

Example: *Hope, Understanding, and Love.*

4. Concrete noun is a noun that name physical thing. Example: *Table, Chair and floor.*

5. Count noun is a noun that indicates something can be counted.

Example: *Book, Bird and Piano*

6. Mass noun or uncountable noun is a noun that cannot to count.

Example: *Applesauce, water and rice*

b. Verbs

Verbs are words which are used in describing an experience or state.

Placed verb into four classes, they are activities (*run, write, and walk*),

¹³ Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (Cambridge: Cambridge University Press, 1996), p.218

accomplishment (*build, kill, and put*), achievements (*recognize, find, and lose*), state (*know, love, and have*).

c. Adjectives

Adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example, *light, dark, bright, and dull* are used with color names

d. Adverbs

Adverbs are words that describe or modify verbs, adjectives and other adverbs. For instance: locative or place adverbs (*here and there*), manner adverb (*Slowly, quickly, and unfortunately*), time adverbs (*now, yesterday, tomorrow, then and right now*), frequency adverb (*seldom, always, never and usually*).

e. Pronouns

Pronouns refer to nouns that have already been mentioned in the discourse or point ahead to a noun that we are about mention. The language have some way to point or refer to example: ourselves (*I*), to the listener (*you*), and refer to someone else (*he, she, they*). Another examples like Singular: subjective (*I, She, He, It*), objective (*me, her, him, it*), possessive (*mine, hers, his, its*). Plural: subjective (*we, you, they*), objective (*us, you, them*), possessive (*ours, yours, theirs*).

f. Conjunctions

Conjunction is a word that connects sentence, phrase or clause. For example: (*and, or, but, because, while, unless*).

g. Prepositions

Prepositions are all those words that help locate items and actions in time and space that consider *above, ahead, behind, and underneath* as locative adverbs because they locate actions, objects, or people in a natural way.

h. Determiner

Determiner is words place in front of a noun to make it clear what the noun refers to. There are several classes of determiners:

1. Articles : *a, an, the*
2. Demonstrative: *this, that, those, these*
3. Quantifiers : *a few, a little, much, many, a lot of, most, some, and any.*

C. Concept of Teaching Vocabulary

Vocabulary is one important part of foreign language acquisition. Language learners will not be able to produce utterances spoken, written, read, or understand spoken utterances in a language if it does not understand the vocabulary word in the language. Therefore teaching vocabulary in order to support the mastery of vocabulary needs to be given an important position

in the overall process of learning a language English. According to Nation in teaching vocabulary there are some principles that must attend, namely:

1. Focus on the most useful vocabulary first
2. Focus on the vocabulary in the most appropriate way
3. Give attention to the high frequency word
4. Encourage learner to reflect on and take responsibility for learning.¹⁴

Besides, in teaching vocabulary the teacher more selective of what vocabulary to teach and the teacher should know how the syllabuses and materials have been designed. In bellow sentence there are some criteria in which for selection of vocabulary have been applied in English language teaching.

a. Frequency

The most frequent words are usually the most informational empty words (i.e. grammar/function words) and yet the learner needs to communicate and understand messages with considerable content right from the very beginning.

b. Range

The teachers frequently have to make decisions (often from intuition) about the likely range of an item in the language as a whole to create a rank-order of importance among different words that crop up in any text.

¹⁴ David Nunan , *Partical English Language Teaching*, (New York :The McGraw-Hill Compaies, 2003). pp. 135-140

c. Learnability

Easy or difficulty in the learnability of vocabulary is not unconnected with the notion of frequency. The difficulty or lack of difficulty, a word presents may override its frequency or range, and decisions to teach of an item based on learnability.

d. Learners' needs

Predicting what learners will need in the way of vocabulary is important in selecting what to teach; equally important is 'creating a sense of need for a word and recognizing that learner perceptions of need may conflict with the teacher's perception.¹⁵

In addition, in Al-Qur'an explained about how to consider or choose an appropriate way for learners, it is described in Al-Nahl: 125 that

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ
أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿النحل : ١٢٥﴾

Meaning: Invite (all) to the way of thy Lord with wisdom and beautiful preaching; and argue with them in ways that are best and most gracious; for thy Lord knoweth best, who have strayed from His Path, and who receive guidance. (QS. Al-Nahl:125)¹⁶

¹⁵ Michael McCarthy, *Vocabulary*, (Oxford: Oxford University Press, 1990). pp.79-87

¹⁶ Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publication, 2001), p.669

Based on the verse above, it can be concluded that as a teacher is required to be able to consider various factors in the teaching process, especially in choosing what appropriate way is for the students and what the students needed is. Thus, the teaching process can run well.

Moreover, from another verse in Holy Qur'an said that in Al-baqarah verse 31 is very interesting to be discussed because in this verse there is a term "Transferring Knowledge". Here the detailed verses and explanation about Surah Al-baqarah verses 31.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

Meaning:

And He taught Adam the name of all the things; then He placed them before the angels and said, "Tells the name of these, if you are right."

(QS. Al- Baqarah: 31)¹⁷

In this verse above, informs that human beings are given the potential of God to know the name or function and the characteristic of things, such as the function of fire, the function of the wind, and so on. Besides, humans are also granted the potential for language. Thus, the first step systems of teaching

¹⁷ Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publications, 2001), p. 24.

language to humans are started by introducing the names of things around then another word will follow.

From those statements, it can be inferred that as facilitator the teacher not only consider the suitable way is for students but also should know what the students need. in this case have related about teaching vocabulary, to achieve teaching vocabulary well, there are some criteria in which for selection of vocabulary have been applied in English language such as: Frequency, Range, Learnability, and learn needs.

D. Teachers' Problem in Teaching Vocabulary

Every process of teaching English has bad and good sides it is something that the teacher have to face it. In teaching vocabulary process as a teacher definitely finds some problem in the activity of teaching. As a facilitator, the teacher should be clear on what the material is and find out the appropriate way in order to achieve process teaching vocabulary well in the class. It is supported by Walters in Alqahtani that both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language.¹⁸ It means that, teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. However, a good teacher has prepare well and mastering the material that to be taught in class and also the

¹⁸ Mofareh Alqahtani, The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*, Vol.III No.3 (2015), p. 24, <http://www.iises.net/international-journal-of-teaching-education/publication-detail-213>.

teacher have to know the characteristic of the students in order to gain the target of language teaching.

Furthermore, it comes from Yu in Tang states that there are several common problems in present English vocabulary teaching that must be considered by teacher.

1. The students are unable to understand the grammar knowledge and use them in English listening, speaking, reading, and writing.
2. The repetition frequencies of the same words are so low that students cannot memorize the words they have learned.
3. Vocabulary teaching does not distinguish common words from uncommon words, which makes students bear more burdens to memorize the vocabulary.
4. Present vocabulary lack logic and does not reveal the regularity of English word.¹⁹

From the explanation above it is clear that some problems that faced by the teacher in teaching vocabulary are the students are unable to understand the grammar knowledge and use them in English skill, the repetition frequencies of the same words are so low, vocabulary teaching does not distinguish the common and uncommon and present lack logic and does not reveal the regularity of English word. Based on all of those problems

¹⁹ Qu Tang, The Effectiveness of Dictation Method in College English Vocabulary Teaching. *Theory and Practice in Language Studies*, Vol. 2, No. 7(2012), p. 1472. <http://www.academypublication.com/issues/past/tpls/vol02/07/19.pdf>

above, it should be solved to make the teaching process successful in the class.

E. Game

1. Concept of Game

As a teacher, we must choose good technique to teach students especially in teaching vocabulary. The teacher must be created activities which can make students improve their vocabulary. According to Richard and Schmidt argue that game is an organized activity that usually has the following properties such as: a particular task objective, a set of rules, competition between players, and communication between players by spoken or written language.²⁰ It means that, the game not only as an active way to improve and increase their vocabulary knowledge but also there are substance that to be attend in game, these properties are: communication and competition between players, task objective, and rule.

In the other hand, Wright defines of 'game' an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.²¹ From Wright's statements it can be inferred that game is activity way which is usually can entertain and engage student in order do not feel bored in class situation, and also the game

²⁰ Jack C. Richard, Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistic*, (Harlow: Pearson, 2010), p. 239

²¹ Andrew Wright, et.al, *Games for Language*, (New York: Cambridge University Press, 2006), p.1

can motivate student to accept and finish the challenge that provide by teacher.

Furthermore, Allery in Rezapanah says that, game as competitive activity with a prescribed setting constrained by rules and procedures.²² It means that the game is a competition activity that the scope limited by rules and procedures. Deesri added that games involve many factors: rules, competition, relaxation, and learning, in particular.²³ It can be inferred that the main using a game in class it can help the students to learn and create fun situation in class. However, before to start the games in class, it is better to explain the rules of the game in order students do not confuse while playing the game.

From the entire statements above, essentially using game in teaching vocabulary is activity to make the students easy in learning English vocabulary. Games not only are an extremely effective way of motivating the students in the classroom but also games have the element of entertaining, engaging, and challenging for students.

²² Fatemeh Rezapanah, *Investigating the Effect of Word Games on Iranian EFL Learners' Application of the words in Writing Paragraph Essays*, Australian International Academic Center: Australia, Vol. 2 No. 1, 2013, p.36, ISSN 2200-3592.

²³ Angkana Deesri, *Games in the ESL and EFL class*, The Internet TESL Journal, Vol.VIII, No.9, September 2002

2. Kinds of Game

Lewis and Bedson define there are many kinds of games which can be used in teaching English. The game divided according to general character such as:

- a. Movement games in which children are physically active.
- b. Card games to ask children to collect, give away, exchange, sort, and count cards. The cards can have meaning or value in a game, or simply serve as symbols for objects or actions.
- c. Board games involve moving markers a long path.
- d. Dice games the players use one or more dice; a dice can have numbers on the faces or colors, letters of alphabet.
- e. Drawing games are requiring creativity and sensitivity towards world, the children must be able to understand instruction and describe their art.
- f. Guessing games to guess the answer of the questions given
- g. Role-play games can be seen as simple, guided drama activities to speak activities but depending on the language level, curiosity, and confidence of players.
- h. Team games can belong to the other categories, but also require cooperative team work.
- i. Word games utilize children's enjoyment of playing with words.²⁴

²⁴ Gordon Lewis and Gunther Bedson, *Games for Children*, (Oxford University: Oxford, 1999), pp. 16-18

Besides, Wright added that word game only focus of attention is initially on the word rather than sentence, for example: spelling (*Dash it hang it game*), meanings (*Definition* or *the odd man out*), words for sentence-making (*A-A, B-B* or *Make a Sentence*), words as inferred from contexts (*Missing word*), or words as categorized according to grammatical usage (*Bingo*).²⁵ From those statement above it can be inferred that, choosing well game can help the students acquire words correctly and feel that certain words are important and necessary because without those words, the objective of the game cannot be achieved.

F. Concept of Definition Game

As we know definition game is part of word game in language learning. There are many explanations about definition game from some expert. Tankersley states that definition game, defines a key word of subject matter that have form on three-by- five inch card using correctly in a sentence or giving a definition.²⁶ It means that definition game is games that require the learner to define the meaning of word with correctly sentence and this game can increase their learner's ability to define some word.

²⁵ Andrew Wright, *et.al*, *Games for Language* , (New York: Cambridge University Press, 1983), p.113

²⁶ Karen Tankersley, *The Threads of Reading:Strategies for Literacy Development*,(Virginia: ASCD, 2003), p.57

According to Jones this game activity test that can improve the students' ability to define words.²⁷ It means that the students or players try to explain what the definition of word and from this way can improve their vocabulary knowledge and produce vocabulary spontaneously with what are player's ideas. On the other hand, it is supported by Molinsky and Bliss defines that definition game is activity based on defining word.²⁸ It can be inferred that the students or players want to take part of their performance and also the players or students have to understand what others are saying in order can express their own point of view or giving information.

In addition Harmer states that definition game teaches students how to use dictionaries and especially gets them use to the way in which definition are written.²⁹ In brief, this game asks students to know the definition from dictionary and how to use the dictionary. From this way make students or players can add new word to be familiar on their mind.

Besides, Bowen says that definition game is good way to revise student's vocabulary from the previous lesson.³⁰ It means that, after teacher giving some lesson the teacher can use this game which is stimulate students

²⁷ Peter Watcyn, and Jones, *Vocabulary Games and Activities*, (London: Pearson, 2001), p.25

²⁸ Steven J. Molinsky and Bill Bliss, *Communication Activities With The Word by Word*, (Prentice Hall Regents : Englewood Cliffs), 2000, p.9

²⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge : Longman, 2004), p.243

³⁰ Tim Bowen, *Team Game: Vocabulary Definition Game*, Macmillan Publishers Ltd. 2000 onestopenglish.com/community/lesson-share/extras/team-games-vocabulary-definitions-game/145349.article, accessed on: April 03th 2017

to fix their vocabulary and review the material that teacher given. Meanwhile, this is a good game for practicing relative clauses and also using noun cards.³¹ It means that playing this game makes students provide the important information to explain or identify the people or objects are talking about involve noun cards.

As a result from all the statements of the experts that definition game part of the word game in language learning and the way to play this game using correctly sentence or give the explanation of the word. By using definition game makes students know new vocabulary to be familiar words.

G. Procedure of Teaching Vocabulary Using Definition Game

According to Jones, the type of activity is a teacher-led activity for the whole class which tests the students' ability to define words and the preparation of this game is copy and cut up cards and shuffles them. In bellow sentence there are seven steps to guiding the student to play this game:

1. Before starting, divided the class into four teams, A-D. Hand out the *How to define words* sheet and go through it with the class. If you wish, write a few random nouns, verbs and adjectives on the board, e.g, *picnic to crawl genius exciting timetable* etc. Ask for suggestion as to how to define them.
2. Team A starts. One person from the team comes out to the front of the class. She or He picks up the top card and looks at the word. She or He

³¹ The Japan Foundation, Sydney, *Card Game Ideas: Classroom Resources*, 2014, Available on: <http://jpfsyd-classroomresource.com/r8.html>, accessed on: April 03th 2017

now has 3 minutes only to give a definition of it so that his or her team can guess what the word is. (The teacher or another student can act as timekeeper and say *Start* and *Stop*).

3. If the others in the team A guess the word, the team gets 1 point. (Only Team A is allowed to guess at this stage).
4. If the student runs out of time, one of the other groups (in turn) is allowed to guess and thus gain an extra point. If A starts first, then it would be group B to guess next, followed by group C and finally group D.
5. If none of the teams guess correctly, the teacher tells the class what the word is and invites the whole class to suggest possible definitions.
6. Continue in this manner until each team has had five turns at giving definitions (only fifteen of the cards will be used).
7. The team with the most points at the end wins.³²

Based on the explanation above, Definition Game is one of a game to teach vocabulary correctly. Teaching procedure is used by the teacher in students can do cooperate. One student come forward in front of the class and chooses one word that has prepared by the teacher and defines for his group and his group guesses what word is. Then, the group that most a word guesses wins. And also Jones added that the teacher copy and cut up cards (word association) and *How to define words* sheet that contained of the materials to define words. The teacher used the word association and *How to define words*

³² Peter Watcyn, Jones, *Op.Cit*, p. 25

sheet as a reference to adjust the subject material with the level and ability of students. Therefore the teacher must prepare the word association and modify to facilitate of teaching process and the students can understand easily based on their ability. Here the detailed word association and how to define words sheet can be seen on the next page.

Table 2.1
Word Association (The Definition Game)

Divorce (n)	Complain (vb)
Emigrate (vb)	Hitchhike (vb)
Election (n)	Lonely (adj)
Jealous (adj)	Lazy (adj)
Brochure (n)	Slippery (adj)
Snake (n)	Arrest (vb)
Exaggerate (vb)	Witness (n)
Rob (vb)	Late (adj)
Boring (adj)	Profit (n)
Exhausted (adj)	Dictator (n)

(Source: Peter Watcyn, Jones: *Vocabulary Games and Activities*, p.112)

Table 2.2
How to Define Words

Here are some words and phrases you can use when try to give a definition of a word.		
General	It's.....	a noun, an adjective, a verb, an adverb, etc.
Things / objects	It's.....	Blue, red, green, etc. Big, small, fairly big, very small, etc. Made of(Wood, plastic, glass) etc. Something you... (Wear, eat, drink) etc. A feeling, a part of the body, etc.
	It's a (type of).... It's part of.....	Tree, weapon, container, bird, flower, musical instrument, sport, etc. A car, a bicycle, a computer, etc.

	You use it.....	To cook with, to look up a word, to wake you up in the morning when you swim, when you wash, when you eat, etc.
	It's used.....	For reading, for playing football, for writing, etc.
People	It's someone who.....	Work in a (hotel, bank, theatre, school, etc.
	It's a person who....	Helps people when they are ill, stops you from parking your car in the wrong place, etc.
	This person	Is often ill, wears a uniform, is in charge of a company, etc.
	He / She.....	Has committed a crime, flies an aero plane, etc.
	It's	A relative, a type of.... (Criminal, soldier, politician, etc.)
Verbs	It's a way of...	Walking, eating, speaking, moving, etc.
	It means to.....	Drive past another car, laugh in a very loud way, etc.
	It's another word for.....	Hit, look, talk, etc.
	It's the opposite of.....	Arrive, sell, win, etc.
Adjective	It's how you feel when you.....	Are very tired, have just passed an exam, really looking forward to something, very hungry, etc.
	It's another word for.....	Sad, big, happy, afraid, etc.
	It's the opposite of.....	Sad, old, rough, sharp, etc.

(Source: Peter Watcyn, Jones: Vocabulary Games and Activities, p. 157)

H. The Strengths of Definition Game

Many games can be used as a technique in language teaching. The teacher can be more selective to choose and use game to help and encourage students to learn well. In this section, the strength and weaknesses of Definition Game will be described as follows:

1. Definition game can improve their vocabulary by learning the definitions of words.
2. To add new vocabulary knowledge
3. Make students more familiar with words
4. Applying this game makes students more engaging and challenging and establishes communication active.³³

From the explanation above, it can be inferred that by using Definition Game in class exactly would appear the strengths or the advantages of the Definition Game itself. By using Definition Game it can make students increase their vocabulary by learning the definition of words, to add a lot of new vocabulary, make students more familiar with words and also make students more engaging and challenging to establish communication active. Besides, Thornbury in Awaludin said that presented by meaning definition, students may be more cognitively engaged because they do mental work a

³³Education World. 2014. *Learning Games: The Definition Game*. London. Available on: http://www.educationworld.com/a_lesson/00-21p2115.shtml. accessed on: April 03th 2017.

little harder to understand a word meaning.³⁴ It means that, by using Definition game indirectly improve their student's ability to know the meaning of word.

I. The Weaknesses of Definition Game

1. Allen in Awaludin states that the teacher need to show the meaning in simple English, using words that are within the students' current range.³⁵

It means that, in employing definition the teacher more selective to choose the word based on the student's capability in their vocabulary knowledge.

2. According to Crookall in Shen states that when plays this game the students did not always using the new words in any communicative way to define the word.³⁶ It means that, when the students define the word the students probably did not use the new vocabulary to define the word as the result the students cannot define the word well.

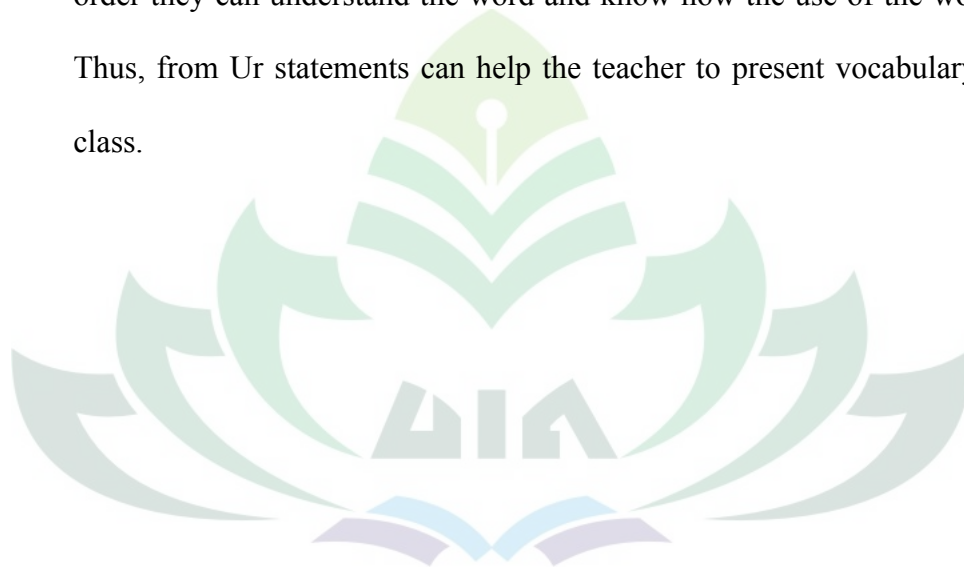
From the explanation above, it can be concluded that there are two weaknesses of Definition Game from different expert. The first weakness is the teacher must delivered the meaning of word and also choose the word with simple English that suitable of students ability. And the second weakness is

³⁴ Annisa Awaludin, *Techniques in Presenting Vocabulary to Young EFL Learners*, Journal of English and Education, Vol.1, No.1, 2013 , p. 12, <https://media.neliti.com/media/publications/192425-EN-techniques-in-presenting-vocabulary-to-y.pdf>

³⁵ *Ibid*, p. 12

³⁶ Wei-Wei Shen, *Current Trends of Vocabulary Teaching and Learning Strategies for EFL Settings*, Journal of Humanities and Social Sciences, Vol.6, No.7, 2003, p.9, <https://pdfs.semanticscholar.org/01c2/05b5bbab59ceed36ae5d1888aa5000daae2f.pdf>

sometimes, the students did not use new vocabulary to define the word. Additionally Ur states about idea for vocabulary working in the classroom that the teacher doing brainstorming round idea to revise the words that already knows to get meaningful context for the learning of new vocabulary.³⁷ Hence, in order to the students have the capability to know the meaning and context of a word the teacher must brainstorm the students about the word. In order they can understand the word and know how the use of the word itself. Thus, from Ur statements can help the teacher to present vocabulary well in class.



³⁷Penny Ur, *A Course in Language Teaching Practice and theory*, (Cambridge: Cambridge University Press, 1991), p.68

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This research employed a qualitative descriptive research. Setiyadi defines that qualitative research is a research that produces descriptive data in the form of written words or oral from the subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely.¹ It means that qualitative research to define the phenomenon that occurred in teaching process through the form of written word or oral from the behavior that can be observed.

According to Auerbach and Silverstein, qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon.² In the other hands, Denzin and Linclon in Ritchie et.al that qualitative research is a naturalistic, interpretative approach concerned with understanding the meanings which people attach to phenomena.³ It means that design of this

¹ Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graham Ilmu , 2006), p.219.

² Carl F. Auerbach, Louise B. Silverstein, *An Introduction to Coding and Analysis: Qualitative Data*, (New York: New York University Press , 2003), p.1

³ Jane Ritchie, Jane Lewis, *Qualitative Research Practice :A Guide for Social Science Students and Researchers*, (London : Sage Publication Ltd, 2003), p.3

research method obtained information concerning the current status of phenomena. The aims to describe what exist with respect to variable or condition in a situation. Thus in this research, the researcher intended to describe the teaching process using definition game at the tenth grade students of MAN 1 Kotabumi Lampung Utara.

In this case, the data will be sorted based on the category and during the research will be observed the teaching process of teaching vocabulary using definition game and also the students' activity during the teaching process carried by the teacher.

B. Research Subject

According to Spradley in Sugiyono qualitative research does not use population, but is called a “*social situation*” or a social situation consisting of three elements: place, actors, and activities.⁴ And also in qualitative research, sampling technique which is often used purposive sampling. Purposive sampling is a technique of sampling the source data with certain considerations.⁵ Hence, total number of tenth grade is 161 students which spread in 4 classes. The detailed description of the table of the tenth grade students' will be described on the next page.

⁴ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, (Bandung : Alfabeta, 2016), p.215

⁵ *Ibid.*, p.218

Table 3.1
Number of the Students at the First Semester of the Tenth Grade at MAN
1 Kotabumi Lampung Utara in the Academic Year of 2017/2018.

CLASSES	GENDER		TOTAL
	MALE	FEMALE	
X Mia 1	19	23	42
X Mia 2	22	19	41
X Mia 3	18	21	39
X Mia 4	20	19	39
Total			161

Source: MAN 1 Kotabumi Lampung Utara in 2017/2018 Academic Year

From the table above the research subject conducted in X Mia 2 of 41 students of the tenth grade that chosen by used purposive sample technique and also Saidah, S.Pd as the English teacher of MAN 1 Kotabumi Lampung Utara. One of the reasons the researcher chooses class X Mia 2, because many students in X Mia 2 failed of the criteria of minimum standard (KKM) of vocabulary mastery.

C. Data Collecting Technique

In collecting the data technique, teaching process was conducted in gaining the data from beginning until the end of the process. Thus, in this research, observation and interview had been chosen as the technique of collecting the data. The steps will be discussed on the next page:

1. Observation

Observation is collecting data process that observed the occurrence situation. According to Lodico et.al observation as a tool of research requires systematic and careful examination of the phenomena being

studied. Specifically, researchers who use observation must conduct their research in a way that results in accurate, unbiased, and richly detailed information.⁶ It means that observation is properly using the research which related with teaching learning process, students activity and problem which may arise in the classroom.

2. Interview

Interview is conversation between two people (the interviewer and interviewee) where questions will be asked by the interviewer to obtain information from the interview.⁷ It means that interview aims to make sure the result of the observation and get more the data that related of the research and also the interview as a technique to gathering data through asking and question process.

D. Research Instrument

In this research, to gaining the data of teaching process was conducted the observation and interview as the data collecting technique. The steps will describe on the next page:

⁶ Marguerite G. Lodico et.al, *Method in Educational Research From Theory to Practice*, (San Fransisco: Jossey Bass, 2010), p.114

⁷ Sugiono, *Metode Penpoelitian Kualitatif*, (Yogyakarta : Ar Ruz Media, 2006), p.137

1. Observation

Observation is enabling the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study.⁸ In this case, as observer to get the data do not involve directly in classroom activity but the observer only makes a note during teaching learning process by using the instrument as follows:

Table 3.2
Observation Guideline

No	Component of Observation	Pointer of observation
1	Pre-Activity	The teacher greeting the class and open the lesson
		Checking students' attendance list
		The teacher starts the lesson
		The teacher explains how the rule of definition game And prepare cards and shuffle them.
2	While-Activity	<p>The procedure of teaching vocabulary using definition game constructed by:</p> <ol style="list-style-type: none"> 1. The teacher divided into four groups A-D. Hand out the <i>How to define words</i> sheet and go through it with the class. If you wish, write a few random nouns, verbs and adjectives on the board, e.g, <i>picnic, to crawl, genius, exciting, timetable</i> etc. Ask for suggestion as to how to define them. 2. The teacher asked team A starts. One person from the team comes out to the front of the class. She or he picks up the top card and looks at the word. She or he now has 3 minute only to give a definition of it so that his or her team can guess what the word is. (The teacher or another student can act as timekeeper and say Start and Stop). 3. The teacher gives 1 point if group A can guess the word. (Only Team A is allowed to guess at this stage).

⁸ Barbara B. Kawulich, "Participant Observation as a Data Collection Method". *Forum Qualitative Social Research*. Vol. 6 No. 2, 2005, p.1

		<p>4. The teacher allowed other groups in turn to guess and thus gain an extra point. If A starts first, then it would be group B to guess next, followed by group C and finally group D. If the students runs out of time</p> <p>5. The teacher tells the class what the word is and invites the whole class to suggest possible definitions. If none of them can guess correctly.</p> <p>6. The teacher continues this manner until each team has had five turns at giving definitions (only fifteen of the cards will be used).</p> <p>7. The team with the most points at the end wins.</p>
	Post- Activity	<p>The teacher concludes the lesson with using definition game.</p> <p>And the teacher closes the lesson.</p>

2. Interview

In this research, the researcher interviewed the teacher in order to know about the difficulties in the teaching process by using definition game at the first semester of the tenth grade students of MAN 1 Kotabumi Lampung Utara in 2017/2018 academic year. According to Potter in Polkinghorne defines that interviewing as a "technique of gathering data from humans by asking them questions and getting them to react verbally."⁹ It means that the use of interview to make sure the result of the observation that related to this research. The topics of interview can be described on the next page.

⁹ Donald E. Polkinghorne, "Language and Meaning: Data Collection in Qualitative Research". *American Psychological Association*. Vol. 52 No. 2, 2005, p.142.

Table 3.3
Teacher's Interview Guideline

No	Point	Aspect	Indicator	No. Item	Total Item
1.	To know the teacher problem in teaching vocabulary	The students are unable to understand the grammar knowledge and use them in English listening, speaking, reading, and writing.	<p>Ask the teacher whether her students can use a word and make it into a sentence that based on their grammar knowledge.</p> <p>Ask the teacher how she make students understand about used a word into a sentence based on their grammar knowledge.</p> <p>Ask the teacher is there any difficulties when teach her students to make a sentence.</p>	1,2,3	3
		The repetition frequencies of the same words are so low that students cannot memorize the words they have learned.	<p>Ask the teacher whether her students can remember the same word that has been taught by the teacher for instance like the word "<i>can, go, want etc</i>" (<i>dapat, pergi, ingin dan sebagainya</i>). The frequency of the word to use is so high in daily conversation.</p> <p>Ask the teacher how often she does the repetition some words in order to</p>	4,5	2

			<p>encourage the accuracy of word until students knows meaning of the words.</p> <p>Ask the teacher how she does repeat the words that have been learned.</p>		
		Vocabulary teaching does not distinguish common words from uncommon words, which makes students bear more burdens to memorize the vocabulary.	<p>Ask the teacher whether she divided the words into common and uncommon words in order to make students familiar to memorize the items. For example like the word “<i>haste</i>” and “<i>hurry</i>” have the same meanings “<i>tergesa-gesa</i>” but the word “<i>hurry</i>” more familiar than “<i>haste</i>”.</p>	6	1
		Present vocabulary lack logic and does not reveal the regularity of English word.	<p>Ask the teacher how she present the words that students did not understand well like idiom for instance, “<i>about to</i>” it means that “<i>Hampir or segera</i>” does not “<i>Tentang untuk</i>”</p> <p>Ask the teacher whether she has problem revealing the regularity of its in English word.</p>	7,8	2

2	To know the process while applying Definition Game.	The teacher does the step of the process Definition Game in the class	Ask the teacher how the process teaching vocabulary using Definition Game.	9	1
		The teacher has difficulties when implemented Definition Game in class	Ask the teacher whether she find difficulties in teaching vocabulary using Definition Game.	10	1
		The teacher gives the limited time while playing Definition Game for students.	Ask the teacher, how long the teacher giving the time for students to define the word.	11	1

E. Research Procedure

There are some procedures to gain the data, the steps as follows:

1. Determining the subject of the research.

The research subjects were student at the first semester of the tenth grade at MAN 1 Kotabumi Lampung Utara, especially in X Mia 2 and also Mrs. Saidah as an English teacher at the tenth grade.

2. Observing teaching process in classroom.

The researcher conducted the observation while the teacher prepared the task and note about the problem and event occurring in teaching process.

3. Doing the interview

To get and make sure about the result of the observation, the researcher conducted the interview English teacher in that school and note about certain information which is can be used to support this research.

4. Analyzing the data

Finally, the researcher analyzed the data with data reduction, data display and data conclusion.

5. Making the report findings

After analyzed the raw data gathered, the researcher makes the report of the researcher finding.

F. Trustworthiness of the Data

According to Guba in Shenton states that there are four criteria that he believes should be considered by qualitative research in pursuit of a trustworthy study. There are:

1. Credibility (in preference to internal validity);
2. Transferability (in preference to external validity/generalisability);
3. Dependability (in preference to reliability);
4. Confirmability (in preference to objectivity).¹⁰

¹⁰ Andrew K. Shenton, *Strategies for Ensuring Trustworthiness in Qualitative Research Project*, Education for Information 22 , IOS Press, 6 January 2004, pp.63-64

From the explanation above, the reliability used to reveal data as the real of the subject in order to have more accurate conclusion in qualitative research and validity in qualitative research is triangulation. Triangulations as a merger of two or more methods in collect the data. It is supported by Cohen et.al define that triangulation is use of two or more methods of data collection in the study of some aspect of human behavior. It is a technique of research to which many subscribe in principle, but which only a minority use in practice.¹¹ There are several kinds of triangulation according to Setiyadi, as follows:

1. Triangulation of time

- a. Cross-sectional triangulation is the data collection implemented in the same time to different groups.
- b. Longitudinal triangulation is the data collected from the same group at different times.

2. Triangulation of Place

For more accurate data collection in order able to use different places for similar data.

¹¹ Louis Cohen, et.al. *Research Methods in Education*, (London and New York: Routledge Falmer, 2000), p. 112

3. Triangulation of theory

In triangulation of theory, data collection will collect based on different theory or by analyzing the same data with different theory.

4. Triangulation of method

Triangulation of method, the researcher use different method for collecting similar data.

5. Triangulation of researcher

Triangulation of researcher use to collect the same data it is done by some people.¹²

From the explanation above, it can be inferred that this research employed triangulation of method and triangulation of time. In triangulation of method used two data collecting techniques, they were observation and interview. The aim of observation to observe the process of teaching vocabulary using Definition Game and the interview used to make sure the result of the observation. Besides, in triangulation time there are two kinds of triangulation time such as cross-sectional and longitudinal. But the researcher used triangulation time longitudinal to collect the similar data from different time to make more valid the data. Briefly, in qualitative research the

¹² Bambang Setiyadi, *Op.Cit.* p.30

triangulation is important because it can make the strong data and get the conclusion of teaching process.

G. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. According to Miles and Huberman define analysis as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing or verification.¹³ These are clear explanation about data analysis process of this research:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. The data reduction or transforming process continues after fieldwork, until a final report is completed. In this case, the researcher will select the data derived from observation on teaching process and interview the teacher.

2. Data Display

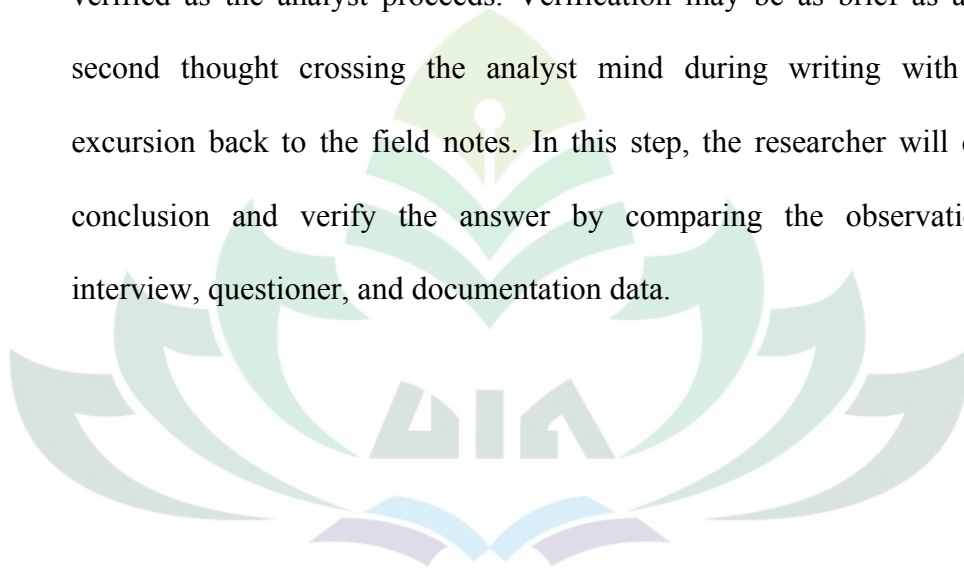
Data Display is an organized, compressed assembly of information that permits conclusion drawing and action. And display data can be extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. In this

¹³ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks: Sage Publication, 1994), pp. 10-12

case, observing teaching process and interview will be provided in data display.

3. Conclusion drawing or verification

Conclusion drawing or verification is beginning to decided what things mean-is noting regularities, patterns, explanation, possible configurations, causal flows, and propositions. Conclusion drawing is also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst mind during writing with a short excursion back to the field notes. In this step, the researcher will draw the conclusion and verify the answer by comparing the observation data, interview, questioner, and documentation data.





CHAPTER IV

RESULT AND DISCUSSION

A. Research Procedure

The research procedure was conducted to know the process of using Definition Game in teaching vocabulary and the problem faced by the teacher at MAN 1 Kotabumi Lampung Utara. In investigating the process of use Definition Game in teaching vocabulary, the researcher used two instruments in collecting the data, they were: observation and interview. Observation was employed to observe the process of using Definition Game in teaching vocabulary in the class. Then, the interview used to know the teacher's problems in implementing Definition Game in teaching vocabulary and confirmed the data gained from observation.

Besides, this research was conducted at MAN 1 Kotabumi Lampung Utara at the first semester of the tenth grade which started from November, 18th 2017 up to November, 27th 2017.

1. On November 18th 2017, the researcher met the headmaster and got permission to do research at MAN 1 Kotabumi Lampung Utara.
2. On November 18th 2017, the researcher met the teacher to get permission to observe the process of teaching vocabulary using Definition Game in class.

3. On November 20th 2017, the researcher conducted the first meeting to observe.
4. On November 23rd 2017, the researcher conducted the second meeting to observe.
5. On November 27th 2017, the researcher asked the data such as history of school, teacher's profile and so on.

B. Data Analysis

This research conducted to know the process of using Definition Game in teaching vocabulary and the problem faced by the teacher at MAN 1 Kotabumi. After collecting and analyzing the data that contain of observation and interview. This research had analyzed by using data reduction, data display, and conclusion drawing or verification. In the following paragraph were explaining about the data which was collected by the researcher.

1. Data Reduction

Data reduction is first step in the model of qualitative data to analysis the data. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes until final report is completed.¹ In this research, the researcher only used two instruments to collect the data. They were observation and interview because this research only focused on teaching process done by teacher in the class. In

¹ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks: Sage Publication, 1994), p. 10-12.

this case, observation became the main instrument and interview became the supporting instrument. Furthermore, the researcher used method triangulation and time triangulation to make data more valid. Here the detailed description of triangulation method and time as follow:

A. Triangulation of Time

1) Data of Observation

The researcher employed an observation (see appendix 4A and 4B). To collect the data, the researcher used observation which became the main instrument. The observation was conducted to know the process of teaching vocabulary using Definition Game. This research was conducted in two meetings. The activities had different ways and the same material. The first meeting and second meeting the teacher taught about “*Describing People*”. The researcher observed the teaching process in classroom. In the process of observation, the researcher prepared the field note, observation checklist and hand phone to record and took pictures of teaching process. The data of observation had been identified in the following discussion.

a. First Meeting

In the first meeting, the researcher conducted observation on 20th November 2017 at MAN 1 Kotabumi Lampung Utara, at 08.00 until 9.30 o'clock. Before the process of teaching vocabulary was begun, the teacher had prepared material and started the class by greeting and checking students' attendance list. Firstly, the teacher reviewed previous lesson and built

students' knowledge about the lesson. After the teacher reviewed the last lesson, the teacher delivered the material and asked something about descriptive text, especially about "*Describing People*" and gave some examples. Then, the teacher introduced Definition Game by discussing material that related to "*Describing People*". The teacher divided students into some groups which consisted of A, B, C, D. The teacher wrote a few words on the board that consisted of nouns, verbs, and adjectives that related of the material. The teacher asked team "A" to start and one person came out to the in front of the class and picked up one word. The teacher gave 1 point to team that can guess the word correctly. The teacher told the students if group "A" still of their turn, only team "A" allowed guessing the word. If the time ran out one of the other groups allowed to guess and would get an extra point. Then, if none of the teams guess correctly, the teacher told the class what word was and invited the whole class to suggest possible definitions. The teacher continued this manner until each team has had five turns at giving definition. In the end of this game, the teacher told to the team that got the high score as a winner. After that the teacher closed the lesson.

b. Second Meeting

In the second meeting, on November, 23rd, 2017 in MAN 1 Kotabumi Lampung Utara, at 10.00 until 11.30 o'clock. Before the process of teaching vocabulary was begun, the teacher prepared material and started the class by greeting and checking students' attendance list. In this meeting, teaching

activities almost same as the first meeting, but in this meeting the teacher tried to change the activities in order to create a variation in teaching process. The material was *“Describing People”*. Firstly, the teacher started by reviewing the students’ comprehension of the last material. After that, the teacher did brainstorming to students and asked something about their favorite actor or their idol by using some pictures as the example. Then, the teacher introduced Definition Game by discussing material that related to *“Describing People”*. The teacher divided students into some groups consisted of A, B, C, D. The teacher gave a sheet for students that consisted of the material about how to define words and go through it with the class. The teacher wrote random words that consisted of nouns, verbs, and adjectives on the board that related of material. Then teacher asked team “A” to start and asked one student to come out in the front of the class and to pick up one word. The teacher gave 3 minutes for students to define a word and teacher gave 1 point to team that can guess the word. The teacher told to the students if group “A” still of their turn, only team A was allowed to guess the word. If the time ran out, one of the other groups was allowed to guess and would get an extra point. Then, if none of the teams guess correctly, the teacher told to the class what word was and invited the whole class to suggest possible definitions. The teacher continued this manner until each team had five turns in giving definition. In the end of this game, the teacher announced the team that got the high score as

a winner. After that, the teacher made conclusion and gave feedback for students. Then, teacher closed the lesson.

From the data of observation above, it can be concluded that the data of first observation and the second observation were different. In the first meeting teacher did not give a sheet for students that consisted of the material about how to define words. As the result, the students felt hard to describe some of words because some of them have lack of vocabulary knowledge and also the teacher did not clarify about the time allocation to define a word. Therefore, the class cannot be handled. In the second meeting the teacher gave a sheet for students that consisted of the material about how to define words and also the teacher clarified the time allocation. In this section, by using a sheet that consisted of the material about how to define words, the result showed that the students more easily to define a word and did not confuse any more. Based on different steps in the first meeting and the second meeting it showed that there are inconsistent data. That is why the researcher want to omit or reduced the data.

2) Interview Data

In this stage, the researcher also conducted the interview to support the data of observation. The interview was conducted to know the problems that faced by the teacher. In teaching vocabulary by using Definition Game, there were eleven questions that the researcher gave to the teacher (see appendix 2B). The first point of interview was to know the teacher's problem during the

process while applying Definition Game consisted of eight questions. The second point of interview was to know the process of Definition Game during teaching process in the class which consisted of three questions. It can be seen in the dialogue below:

a. First Interview

In the first meeting, the researcher conducted the interview on Wednesday, November 22nd, 2017 at 09.00 am. The teacher was given eleven questions by the researcher about teacher's problem and the process in teaching vocabulary by using Definition Game in class. The data interview can be seen in the dialogue as follows: (for more information see in the appendix 2B on page108)

1. Question : When you teach vocabulary, Do your students can use some words and make it into sentence based on their grammar knowledge ?
 Answer : There were some of students able used some words into sentence because the students have different ability
2. Question : How do you make your students understand about using a word into sentence based on their vocabulary knowledge ?
 Answer : The first encouraged students' vocabulary knowledge and the second motivated the students to improve their grammar knowledge and asked to practice more.
3. Question : Did you find the difficulties when you teach your students about vocabulary and make a sentence based on their knowledge and applied in English skill ? How did you handle it ?
 Answer : Yes, of course. Sometimes, I felt confused when my students cannot produce some words and in this case the students have to practice more.

4. Question : Do you think your students can remember the same words that have been you taught before? For example like the word “*can*” the frequency of the word will appear so high in daily conversation, how about it ? and also how many time you did the repetition of words that have been learned when teaching vocabulary ?
- Answer : Some of students can remember the same words that have been taught before and I rarely did the repetition of words.
5. Question : How did you repeat the words that have been learned ?
- Answer : I asked students to find out unfamiliar words and also the meanings of words.
6. Question : Do you distinguish a common and uncommon word to make it easier for students to remember the word ? for example like the word “*haste*” and “*hurry*” have the same meanings “*tergesa-gesa*” but the word “*hurry*” more familiar than “*haste*”.
- Answer : No, I am not divided the word to be common word and uncommon word.
7. Question : When teaching vocabulary, there were many words that students did not understand well like idiom, for instance the word “*about to*” it means that “*hampir or segera*”, technically it is so hard for students to know the meaning and how do you explain it ?
- Answer : First, avoid introducing idiom too much. Second, give the material about idiom based on learner’s need and their ability that related of the topic of material.
8. Question : Based on previous question, do you have the problem revealing the regularity of English word ?
- Answer : Yes, I felt difficult
9. Question : How is the process teaching vocabulary by using Definition Game?
- Answer : The process still any obstacle but overall the process of teaching vocabulary used Definition Game is effective way to make students more active.
10. Question : Do you find difficulties in teaching vocabulary used Definition Game ?

Answer : I am still difficult to encourage students to produce some words because the students were still confused and hard to define word.

11. Question : How long the time that given by teacher to students to define the word ?

Answer : I do not decide the time allocation clearly for students to define word.

b. Second Interview

In the second meeting, the researcher conducted the interview on Wednesday, November 25th, 2017 at 11.00 am. There were eleven questions from the researcher that give to the teacher about teacher's problem and the process in teaching vocabulary by using Definition Game in class. The data interview can be seen in the dialogue as follows:

1. Question : When you teach vocabulary, Do your students can use some words and make it into sentence based on their grammar knowledge ?

Answer : There were some of students able used some words into sentence because the students have different ability

2. Question : How do you make your students understand about using a word into sentence based on their vocabulary knowledge ?

Answer : The first encouraged students' vocabulary knowledge and the second motivated the students to improve their grammar knowledge and asked to practice more.

3. Question : Did you find the difficulties when you teach your students about vocabulary and make a sentence based on their knowledge and applied in English skill ? How did you handle it ?

Answer : Yes, I gave motivation and also encouraged the students to produce some words into a sentence.

4. Question : Do you think your students can remember the same words that have been you taught before? For example like the word "*can*" the frequency of the word will appear so high in daily conversation, how

about it ? and also how do you often did the repetition of words that have been learned when teaching vocabulary ?

Answer : Some of students can remember the same words that have been taught before and I rarely did the repetition of words.

5. Question : How did you repeat the words that have been learned ?

Answer : I asked students to find out unfamiliar words and also the meanings of words.

6. Question : Do you distinguish a common and uncommon word to make it easier for students to remember the word ? for example like the word *'haste'* and *"hurry"* have the same meanings *"tergesa-gesa"* but the word *"hurry"* more familiar than *"haste"*.

Answer : No, when teaching English especially vocabulary I am not divided.

7. Question : When teaching vocabulary, there were many words that students did not understand well like idiom, for instance the word *"about to"* it means that *"hampir or segera"*, technically it is so hard for students to know the meaning and how do you explain it ?

Answer : When the process English in class if I found the word like idiom usually I did not explain it.

8. Question : Based on previous question, do you have the problem revealing the regularity of English word ?

Answer : No, I am not have the problem explained about the regularity of English word.

9. Question : How is the process teaching vocabulary by using Definition Game?

Answer : The process still any obstacle but overall the process of teaching vocabulary used Definition Game is effective way to make students more active.

10. Question : Do you find difficulties in teaching vocabulary used Definition Game ?

Answer : I am still difficult to encourage students to produce some words because the students were still confused and hard to define word.

11. Question : How long the time that given by teacher to students to define the word ?

Answer : I do not decide the time allocation clearly for students to define word.

From the result of the interview data above, it can be concluded that the researcher found some of teacher's answer were not same. The data teacher's answer in the first interview and second interview which were not consistent. The detailed description data interview to reduce will be described as follow:

- Question number 3 : Do you find the difficulties when you teach your students about vocabulary and make a sentence based on their knowledge and applied in English skill ? How did you handle it ?

Explained : in question number 3 of the first interview, the teacher answered that *"Yes, of course. Sometimes, I felt confused when my students cannot produce some words and in this case the students have to practice more"*. But in the second interview the teacher had different answer. The teacher said that *"Yes, I gave motivation and also encouraged the students to produce some words into a sentence"*. From the interview data, the researcher concluded that teacher's answer of the first and second interview in question of number 3 was not consistent, that is why the researcher needs to omit or reduce the data.

- Question number 7 : When teaching vocabulary, there were many words that students did not understand well like idiom, for instance the word *"about to"* it means that *"hampir or segera"*, technically it is so hard for students to know the meaning and how do you explain it ?

Explained : In question number 7 of the first interview the teacher said that ". But in first interview the teacher had different answer. The teacher said that *"First, avoid introducing idiom too much. Second, give the material about idiom based on learner's need and their ability that related of the topic of material"*. But in the second interview the teacher had different answer. The teacher said that *"When the process English in class if I found the word like idiom usually I did not explain it"*. From the interview data, the researcher concluded that teacher's answer of the first and second interview in question of number 7 was not consistent, that is why the researcher needs to reduce or omit the data.

- Question number 8 : Based on previous question, do you have the problem revealing the regularity of English word ?
Explained : In question number 8 of the first interview, the teacher said that *"Yes, I felt difficult"*. But in second interview the teacher had different answer. The teacher said that *"No, I am not have the problem explained about the regularity of English word"*. From the interview data, the researcher concluded that teacher's answer of the first and second interview in question of number 8 was not consistent, that is why the researcher needs to reduce or omit the data.

B. Triangulation of Method

In triangulation method at least there were two methods or more to collect the data. In this case to convey the process of teaching vocabulary using Definition Game the research used observation instrument. Moreover, to convey the teacher's problem in teaching vocabulary using Definition Game the researcher used observation and interview to the teacher.

1) Data of process teaching vocabulary using Definition Game

a. First meeting

In the first meeting, the researcher conducted observation on 20th November 2017 at MAN 1 Kotabumi Lampung Utara, at 08.00 until 9.30 o'clock. Before the process of teaching vocabulary was begun, the teacher had prepared material and started the class by greeting and checking students' attendance list. Firstly, the teacher reviewed previous lesson and built students' knowledge about the lesson. After the teacher reviewed the last lesson, the teacher delivered the material and asked something about descriptive text, especially about *"Describing People"* and gave some

examples. Then, the teacher introduced Definition Game by discussing material that related to *“Describing People”*. The teacher divided students into some groups which consisted of A, B, C, D. The teacher wrote a few words on the board that consisted of nouns, verbs, and adjectives that related of the material. The teacher asked team “A” to start and one person came out to the in front of the class and picked up one word. The teacher gave 1 point to team that can guess the word correctly. The teacher told the students if group “A” still of their turn, only team “A” allowed guessing the word. If the time ran out one of the other groups allowed to guess and would get an extra point. Then, if none of the teams guess correctly, the teacher told the class what word was and invited the whole class to suggest possible definitions. The teacher continued this manner until each team has had five turns at giving definition. In the end of this game, the teacher told to the team that got the high score as a winner. After that the teacher closed the lesson.

b. Second Meeting

In the second meeting on November, 23^{ed}, 2017 in MAN 1 Kotabumi Lampung Utara, at 10.00 until 11.30 o'clock. Before the process of teaching vocabulary was begun, the teacher prepared material and started the class by greeting and checking students' attendance list. In this meeting, teaching activities almost same as the first meeting, but in this meeting the teacher tried to change the activities in order to create a variation in teaching process. The material was *“Describing People”*. Firstly, the teacher started by reviewing

the students' comprehension of the last material. After that, the teacher did brainstorming to students and asked something about their favorite actor or their idol by using some pictures as the example. Then, the teacher introduced Definition Game by discussing material that related to *"Describing People"*. The teacher divided students into some groups consisted of A, B, C, D. The teacher gave a sheet for students that consisted of the material about how to define words and go through it with the class. The teacher wrote random words that consisted of nouns, verbs, and adjectives on the board that related of material. Then teacher asked team "A" to start and asked one student to come out in the front of the class and to pick up one word. The teacher gave three minutes for students to define a word and teacher gave 1 point to team that can guess the word. The teacher told to the students if group "A" still of their turn, only team A was allowed to guess the word. If the time ran out, one of the other groups was allowed to guess and would get an extra point. Then, if none of the teams guess correctly, the teacher told to the class what word was and invited the whole class to suggest possible definitions. The teacher continued this manner until each team had five turns in giving definition. In the end of this game, the teacher announced the team that got the high score as a winner. After that, the teacher made conclusion and gave feedback for students. Then, teacher closed the lesson.

From the data of observation above, it can be concluded that the data of first observation and the second observation were different. In the first

meeting teacher did not give a sheet for students that consisted of the material about how to define words. As the result, the students felt hard to describe some of words because some of them have lack of vocabulary knowledge and also the teacher did not clarify about the time allocation to define a word. Therefore, the class cannot be handled. In the second meeting the teacher gave a sheet for students that consisted of the material about how to define words and also the teacher clarified the time allocation. In this section, by using a sheet that consisted of the material about how to define words, the result showed that the students more easily to define a word and did not confuse any more. Based on different steps in the first meeting and the second meeting it showed that there are inconsistent data. That is why the researcher need to omit or reduced the data.

2) Data teacher's problem in teaching vocabulary using Definition Game

In this case, to found inconsistent data about teacher's problem the researcher would compare the data of observation about teacher problem with the data of interview with the teacher. Based on the data observation about teacher's problem the researcher found that the teacher in teaching vocabulary using Definition Game felt difficult if students are unable to understand make a sentence based on their knowledge and applied in English skill, but based on the data first and second interview based on the question number 3 in the first interview the teacher said that *"Yes, of course. Sometimes, I felt confused when my students cannot produce some words and in this case the students have to*

practice more”, and then in the second interview the teacher answer that *“Yes, I gave motivation and also encouraged the students to produce some words into sentence. Thus, when the researcher observed the process of teaching vocabulary using Definition Game the researcher did not found that the teacher given motivation and encourage the students.*

Based on the data observation about teacher’s problem the researcher found that the teacher in teaching vocabulary using Definition Game if present vocabulary lack logic like idiom. Moreover, in the first data of interview in the question number 7 the teacher’s answer that *“First, avoid introducing idiom too much. Second, give the material about idiom based on learner’s need and their ability that related the topic of material”*. In the second data of interview the teacher said that *“When the process English in class if I found the word like idiom usually I did not explain it”*. But when the researcher observed the process of teaching vocabulary using Definition Game the researcher did not found that the teacher present vocabulary lack logic like idiom in class.

Besides, another problem that faced by the teacher in teaching vocabulary using Definition Game based on the data observation the researcher found that the teacher did not reveal the regularity of English word. But in the first data of interview in number 8 the teacher said that *“Yes, I felt difficult”* and then, in the second interview the teacher answer that *“No, I am not the problem explained about the regularity of English word”*. It showed

from the observation that the researcher did not find the teacher revealing the regularity of English word.

From those explanations of teacher's problems, it can be inferred that the researcher found other problems in teaching vocabulary by using Definition Game based on the first until second data of interview in the question number 4 and 6 the answer was same. The researcher found that the teacher did not repeat the words in order to make students cannot memorize the words they have learned and vocabulary teaching did not distinguish common word from uncommon word. Thus, the researcher found that the teacher felt difficult in asking students to define the words. Furthermore, the researcher concluded that there were some of the data of interview need to reduce because there were inconsistent data and not appropriate with the data observation about teacher problem. Here the detailed data of interview which need to reduce:

- Question number 3 : Do you find the difficulties when you teach your students about vocabulary and make a sentence based on their knowledge and applied in English skill ? How did you handle it ?
Explained : in question number 3 of the first interview, the teacher answered that *"Yes, of course. Sometimes, I felt confuse when my students cannot produce some words and did not able to make a sentence because they have lack vocabulary knowledge in English. In this case, the students have to practice more"*. But in the second interview the teacher had different answer. The teacher said that *"Yes, I gave motivation and also encouraged the students to produce some words and make a sentence based on their knowledge and also I did not forget to ask students to practice more"*. From the interview data, the researcher concluded that teacher's answer of the first and second interview in question of number 3 was not consistent, that is why the researcher needs to omit or reduce the data.

- Question number 7 : When teaching vocabulary, there were many words that students did not understand well like idiom, for instance the word “*about to*” it means that “*hampir or segera*”, technically it is so hard for students to know the meaning and how do you explain it ?

Explained : In question number 7 of the first interview the teacher said that “. But in second interview the teacher had different answer. The teacher said that “*As a teacher I have to decide which idiom to teach. First, avoid introducing idiom too much because it would be make students confused. Second, give the material about idiom based on learner’s need and their ability that related the topic of material and tried to explain the regularity of the idiom and also the meaning*”. But in the second interview the teacher had different answer. The teacher said that “*When the process English in class if I found the word like idiom usually I’m not explain it for the students because the students have different ability to comprehend the idiom and the words is too hard for students*”. From the interview data, the researcher concluded that teacher’s answer of the first and second interview in question of number 7 was not consistent, that is why the researcher needs to reduce or omit the data.
- Question number 8 : Based on previous question, do you have the problem revealing the regularity of English word ?

Explained : In question number 8 of the first interview, the teacher said that “*Yes I felt difficult, when I found the words which have lack logic students’ comprehend (idiom) I tried to explain it and told the students if the students want to know the meaning of words, they have to know the context because some of students have different ability to comprehend*”. But in second interview the teacher had different answer. The teacher said that “*No, I am not the problem explained about the regularity of English word because as a teacher I already knew the ability of students to understand a word*”. From the interview data, the researcher concluded that teacher’s answer of the first and second interview in question of number 8 was not consistent, that is why the researcher needs to reduce or omit the data.

2. Data Display

Data display is the second step in model of qualitative data analysis in Miles and Huberman. Data display can be extended in type of matrices, graphs, chart, and table of matrix that provides to arranging thinking about the more contextually embedded data. This step analyzed data had been reduced

in data reduction and displayed in the form of table. Thus, the analysis was done based on data collected by each instrument.

a. Observation Report

Based on the data showed in the data reduction, in this part the data were identified and displayed for the two meetings. Here is displayed the result of observation sheet from data displayed in teaching process that can be seen on the next page.

1. The First Meeting

There are seven points to observe in teaching process. Then, these points activity of observation were investigated whether the application of these steps applied by teacher or not. According to Jones, there were seven steps in teaching vocabulary using Definition Game². In the following sentence, the observation sheet was noted while teaching process activity. The explanation of the application of the seven steps will describe on the next page:

² Peter Watcyn and Jones, *Vocabulary Games and Activities*, (London: Pearson, 2001), p.25

Table 4.1
The Application of Seven Steps in First Meeting
Observation Report

No	Pointer of observation	Checklist		Note
		Yes	No	
A	Process of teaching vocabulary using definition game			
	1. The teacher divides the students into four groups A-D. Hand out the <i>How to define words</i> sheet and go through it with the class. If you wish, write a few random nouns, verbs and adjectives on the board, e.g, <i>picnic, to crawl, genius, exciting, timetable</i> etc. Ask for suggestion as to how to define them.		√	The teacher divided students into four groups A-D but the teacher did not hand out a sheet that contained of the material how to define word. In this stage the teacher only prepared the list of word. That is why the teacher missed the step to hand out a sheet how to define word and play this game without the material. Without the material that contained of how to define words the students cannot define the word easily.
	2. The teacher asks group A to start the game and one person from the group comes out to front of the class. She or he picks up the top word and try to give definition of it and group A only have 3 minute. (The teacher or another student can act as timekeeper and say Start and Stop).		√	In this step the students as volunteer come forward in front of the class and pick up the word and try to define for their group but on this stage the teacher did not clarify the allocation of the time to define and answer section. As the result the students cannot anticipated and manage the time well and that is why the situation in class hard to handle.
	3. The teacher gives 1 point if group A can guess the word. (Only Team A is allowed to guess at this stage).	√		On this stage, only the team that had turn can guess the word in order the process can be controlled and also the teacher gave 1 point for the group can guess the word.

	4. The teacher allows other groups in turn to guess and thus gain an extra point. If A stars first, then it would be group B to guess next, followed by group C and finally group D. If the students runs out of time.	√		The teacher did the step. When the group A star first, if group A still their turn the other groups cannot guess the word. The teacher will move to be continued to the other group if group A cannot guess the word and time is up. If the other groups can guess the word, they can get the extra point.
	5. The teacher tells the class what the word is and invites the whole class to suggest possible definitions. If none of them can guess correctly..	√		The teacher invited all of the groups to suggest possible definitions if none of their groups cannot guess it. it can make the situation in class more active.
	6. The teacher continues this manner until each team has had five turns at giving definitions (only fifteen of the cards will be used).	√		The teacher continued this game until each team has had five turns. In order to every group has the turn to play this game.
	7. The team with the most points at the end wins.	√		As the result the teacher announced the group that has most word guessed as a winner.
B	Teacher's problem			
	1. The students are unable to understand the grammar knowledge and use them in English listening, speaking, reading, and writing.	√		The teacher felt confused when students cannot produce some words and did not make sentence based on their grammar knowledge because they had lack vocabulary knowledge in English.
	2. The repetition frequencies of the same words are so low that students cannot memorize the words they have learned.	√		The teacher did not always repeat of words. The teacher only repeat the word if students found the unfamiliar words.

	3. Vocabulary teaching does not distinguish common words from uncommon words, which makes students bear more burdens to memorize.	√		The teacher did not divided common word and uncommon word when teaching English especially vocabulary.
	4. Present vocabulary lack logic and does not reveal the regularity of English word.	√		The teacher had difficulties to reveal the regularity of English word. Especially when the teacher found the words does lack logic students' comprehend because every student has different ability.

2. The Second Meeting

In the second meeting the data were different applying from the first meeting. In second meeting, all of the seven points or steps were done by the teacher. The explanation of the application of the seven steps can be described as follow:

Table 4.2
The Application of Seven Steps in Second Meeting
Observation Report

No	Pointer of observation	Checklist		Note
		Yes	No	
A	Process of teaching vocabulary using definition game			
	1. The teacher divided the students into four groups A-D. Hand out the <i>How to define words</i> sheet and go through it with the class. If you wish, write a few random nouns, verbs and adjectives on the board, e.g, <i>picnic, to crawl, genius, exciting, timetable</i>	√		On this stage, the teacher did all the steps. The teacher was divided the students into four groups A, B, C, D and gave a sheet for students that consisted of the material about how to define words. From the teacher did the step hand out the sheet it can help students more easily to define word. It

	etc. Ask for suggestion as to how to define them.			can be seen from the first meeting the teacher missed this step because in this step the teacher only prepared list of words for students.
	2. The teacher asked group A to starts the game and one person from the group comes out to front of the class. She or he picks up the top word and try to give definition of it and group A only have 3 minute. (The teacher or another student can act as timekeeper and say Start and Stop).	√		The teacher told about the time clearly for each group. Each group only 3 minutes to define and guess the word. From this stage made students more anticipate and enjoy the game. It can be seen from the first observation report that the teacher missed this step. Because based on the observation the teacher act as timekeeper without told the students about the time allocation clearly. That was why make the situation in class hard to handle in the first meeting.
	3. The teacher gives 1 point if group A can guess the word. (Only Team A is allowed to guess at this stage).	√		On this stage, only the team that had turn can guess the word in order the process can be controlled and also the teacher give 1 point for the group can guess the word.
	4. The teacher allowed other groups in turn to guess and thus gain an extra point. If A stars first, then it would be group B to guess next, followed by group C and finally group D. If the students runs out of time.	√		The teacher did the step. When the group A star first, if group A still their turn the other groups cannot guess the word. The teacher will move to be continued to the other group if group A cannot guess the word and time is up. If the other groups can guess the word, they can get the extra point.
	5. The teacher tells the class what the word is and invites the whole class to	√		The teacher invited all of the groups to suggest possible definitions if none of their

	suggest possible definitions. If none of them can guess correctly..			groups cannot guess it. it can make the situation in class more active.
	6. The teacher continues this manner until each team has had five turns at giving definitions (only fifteen of the cards will be used).	√		The teacher continued this game until each team has had five turns. In order to every group has the turn to play this game.
	7. The team with the most points at the end wins.	√		As the result the teacher announced the group that has most word guessed as a winner.
B	Teacher's problem			
	1. The students are unable to understand the grammar knowledge and use them in English listening, speaking, reading, and writing.	√		The teacher felt confused when students cannot produce some words and did not make sentence based on their grammar knowledge because they had lack vocabulary knowledge in English.
	2. The repetition frequencies of the same words are so low that students cannot memorize the words they have learned.	√		The teacher did not always repeat of words. The teacher only repeat the word if students found the unfamiliar words.
	3. Vocabulary teaching does not distinguish common words from uncommon words, which makes students bear more burdens to memorize	√		The teacher did not divided common word and uncommon word when teaching English especially vocabulary. The teacher divided the word if students found new vocabulary and did not know the meaning, in this situation sometimes the teacher made a list of common and uncommon and explain to the students.

	4. Present vocabulary lack logic and does not reveal the regularity of English word.	√		The teacher had difficulties to revealing the regularity of English word. Especially when the teacher found the words does lack logic students' comprehend because every student has different ability.
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By considering the data gained previously, it could be inferred that the process of teaching vocabulary using Definition Game at MAN1 Kotabumi Lampung Utara from first meeting until second meeting ran well. In the second meeting the teacher had done all the steps. Moreover, in the second meeting the teacher created variation such as hand out the material that consisted of how to define word and also clarified clearly about the allocation of time. Thus, the students can define word easily and more enjoyed the lesson.

b. Interview Report

To support the data from observation, the interview was employed in this research. The interview was given to the teacher to know his opinion about the process of teaching vocabulary using Definition Game and problems in teaching process. The result of interview can be seen on the next page.

Table 4.3
Interview Result

No	Conclusion of Teacher's Answer
1.	The students have different ability and lack of vocabulary to use some words into sentence with their grammar knowledge.
2.	The teacher encouraged and motivated students to improve their grammar knowledge ability and make a sentence correctly and practice more.
3.	The teacher had difficulties if students cannot produce some of words and did not make sentence based on their vocabulary knowledge.
4.	The teacher did not always repeat the words when teaching process English.
5.	The teacher did not always repeat the word. The teacher only did the repetition words if there are new vocabularies that the students never known before or found unfamiliar words.
6.	The teacher did not distinguish a common and uncommon word.
7.	The teacher presented the vocabulary that have lack logic of students' comprehend (idiom) with suitable level of students ability and also explained the regularity of the word.
8.	The teacher felt difficult to reveal the regularity of English word. Especially the words that have lack logic students' comprehend (idiom).
9.	The teacher's process of teaching vocabulary using Definition Game did not run well because there were still any obstacles.
10.	The teacher still difficult when teaching vocabulary using Definition Game because some of students still confused and hard to define word.
11.	The teacher did not clarify time clearly to play Definition Game in teaching process.

From the result of interview, it can be concluded the process of teaching vocabulary using Definition Game that the teacher still difficult because some students were confused and hard to define word and also the teacher did not clarify time allocation to play Definition Game in teaching process. Besides, the teacher's problem was indentified that the teacher sometimes felt difficulties if students cannot produce some words and did not make sentence based on their vocabulary knowledge, the teacher did not always repeat the words when teaching process English, the teacher did not distinguish a common and uncommon word and the teacher had difficulties to reveal the regularity of English word like idiom. It is supported by Tang that problems it was suitable with the theories of teacher's problem.

3. Conclusion Drawing/ Verification

The last type of data analysis is conclusion drawing or verification. Conclusion drawing or verification is beginning to decided what things mean- is noting regularities, patterns, explanation, possible configurations, causal flows, and propositions. Conclusion drawing is also verified as the analyst proceeds. It means that, conclusion drawing involved stepping back to consider what analyzed the data mean and to assess their implication for the question at hand and verification refer to the process, which was able to explain the answer of research question and research objective. In this case, the researcher was going to be discussed the result deeply in order to make

finding of this research and the discussion were divided into two main points; the process of teaching vocabulary using Definition Game and the teacher's problem in teaching vocabulary using Definition Game. The researcher concluded that the problem as follows:

- a. The teacher sometimes felt difficulties if students cannot produce some words and did not make sentence based on their knowledge because some of the students had different ability and lack of vocabulary.
- b. The teacher did not always repeat the words when teaching process English.
- c. The teacher did not distinguish a common and uncommon word.
- d. The teacher had difficulties to reveal the regularity of English word like idiom because some student's had different ability to comprehend.
- e. The teacher was difficult when teaching vocabulary using Definition Game because the teacher did not give a sheet for students that consisted of the material how to define words. That is why some of students still confused and hard to define word.
- f. The teacher did not clarify the allocation of time to play Definition Game in teaching process.

D. Discussion of Finding

In this part, the researcher would like to discuss the research finding on the process of teaching vocabulary using Definition Game and teacher's

problems in teaching vocabulary using Definition Game of X Mia 2 at MAN 1 Kotabumi Lampung Utara.

1. Process of Teaching Vocabulary Using Definition Game

Teaching vocabulary by using Definition Game was assume that this game able to help the teacher to teach vocabulary. But in this research the process teaching vocabulary by using Definition Game was still not effective and not maximal enough. This research employed an observation to know the process of teaching vocabulary using Definition Game. The observation conducted in two meetings. Based on the notes which were taken by the researcher, As the Jone's statement, there are seven steps in teaching vocabulary using Definition Game.

In the first meeting was found that the teacher did not give sheet that consisted of the material about how to define words as the result the students felt hard to describe some words because some of students had lack of vocabulary knowledge and look confused and also the teacher did not clarify about the allocation of time to define word in order to make the class cannot be handle.

Besides, in the second meeting the teacher did all the steps based on Jones. On this stage, the teacher tried to change the activities in order to create a variation in the teaching process vocabulary using Definition Game. Therefore, the teaching process was better than first meeting because the teacher had already given a sheet that consisted of the material about how to

define the words through this way it can help the teacher and students to play this game. In addition the process teaching vocabulary can be handling because the teacher clarified the allocation of time thus the situation of class be better and students can be anticipated and looked confidence.

From the explanation above, it can be said that the teacher want to make variation of activities in order to make class did not passive and monotone. However, the researcher assumed that the teaching vocabulary using Definition Game of X Mia 2 at MAN 1 kotabumi Lampung Utara was still less effective and maximal because in the first meeting (see the appendix 4a on page 117 and appendix 4b on page 120) the teacher did not follow two steps of Definition Game based on Jones's theory. Even more there were many obstacle faced by the teacher but it is not give the big influence for teaching process in class.

2. Teacher's Problem in Teaching Vocabulary Using Definition Game

From the observation and interview with the teacher, the researcher found the problems in teaching vocabulary using Definition Game in the classroom. For the interview, the researcher gave eleven questions to the English teacher. It was found that the teacher's problems during teaching process by using Definition Game at MAN 1 Kotabumi Lampung Utara. The teacher was applied this game in teaching vocabulary but she still found difficulties. Based on the result of interview (see appendix 2.a Transcript of First interview English Teacher on page 105) observation (see appendix 4

observation sheet on the next page 109), the researcher concluded some conclusions about teacher's problem in teaching vocabulary using Definition Game.

The problem was found that the teacher had difficulties if students cannot produce some words and did not make sentence based on their knowledge because some students had different ability and lack of vocabulary. In this case, when teaching processes the teacher and students looked passive because the teacher did not time allocation clearly and also when students play this game in class sometimes the students did not use new vocabulary to define the word as the result the students cannot define the word well. That is why when applied this game students looked passive. (See appendix 4, observation sheet on page 117). It was supported by Tang that one of problem of teaching vocabulary, the students are unable to understand the grammar knowledge and use them in English skill.

Other problems were the teacher did not always repeat the words when teaching process English and the teacher did not distinguish a common and uncommon word, present vocabulary lack logic and did not reveal the regularity of English word. When teaching process English took a place the teacher sometimes repeated the words. She only repeated the word if students found the unfamiliar words and also the teacher did not divide common word and uncommon word (see appendix 4, observation sheet on page 117). It was in line with Tang said the problem in teaching vocabulary as follow: the

repetition of frequencies of the words are so low that students cannot memorize the words they have learned, and vocabulary teaching does not distinguish common words from uncommon words.

Based on the finding in the research above, it can be inferred that theory of Tang was appropriate with real condition. Moreover, an English teacher had to build students' motivation and also encouraged students to produce some of words to define the word and find the best way to solve the problem when students cannot produce some words because they had lack vocabulary knowledge and also cannot make sentence based on their knowledge and use in English skill.

In Addition, the findings were relevant with previous research findings which Alemi's journal entitled Educational Games as a Vehicle to Teaching Vocabulary in October 06, 2010. The purpose of this journal is evaluated and assesses the probable use or role of various word games such as: Twenty Questions, Charades, Definition Games, Passwords, and Crossword Puzzles in the development of vocabulary among third-grade junior high school students. In this journal divided into two groups: the experimental and control, the result of the present study seem to support the hypothesis formulated and have scored differently on the final test of vocabulary. And also uses of word games have positive effect on vocabulary development of third-grade junior high school students. The difference was statistically significance and the finding was support for claim that using word games promote vocabulary learning.

It can be concluded, that Alemi want investigate the roles of word game used five games namely Twenty Questions, Charades, Definition Game's, Passwords, and Crossword Puzzles to make the significant influence on student's vocabulary mastery. The result of previous research is support the hypothesis formulated and the scored differently on the final test of vocabulary.



CHAPTER V

CONCLUSION AND SUGGESTION

In this stage is final of a research, after collecting and analyzing the data there were some conclusions and suggestions in teaching vocabulary using Definition Game.

A. Conclusion

Based on the data analysis, it can be concluded that:

1. Teaching vocabulary using Definition Game at MAN 1 Kotabumi Lampung Utara from the first meeting until the second meeting was still less effective. Because in first meeting the teacher missed two steps by Jone's theory of Definition Game. Nonetheless, in the second meeting the teacher had done all steps well. Moreover, the teacher made an innovation to make the students more interested and enjoyed the lesson. Eventually, the students could memorize vocabulary as many as possible by using Definition Game.
2. The teachers' problems in teaching vocabulary using Definition Game were the teacher felt difficult to teach and encourage students to produce some words and make them into sentences and also high frequency to repeat the words was low that it can make students unfamiliar the words because the students have different ability to produce some word.

B. Suggestions

Considering the result of the research, the researcher would like to deliver some suggestions as follows:

1. Suggestion for the Teacher

- a. Before playing this game the teacher should give attention of the students' readiness like explaining more detailed the rule of Definition Game in order to make students know what they will do during teaching process in class.
- b. The teacher should choose the words with suitable level of students and clarify about time allocation when play Definition Game in class. By choosing the words with suitable level for students and explain the time allocation, it can help the teacher to achieve teaching process well in class.

2. Suggestion for the Students

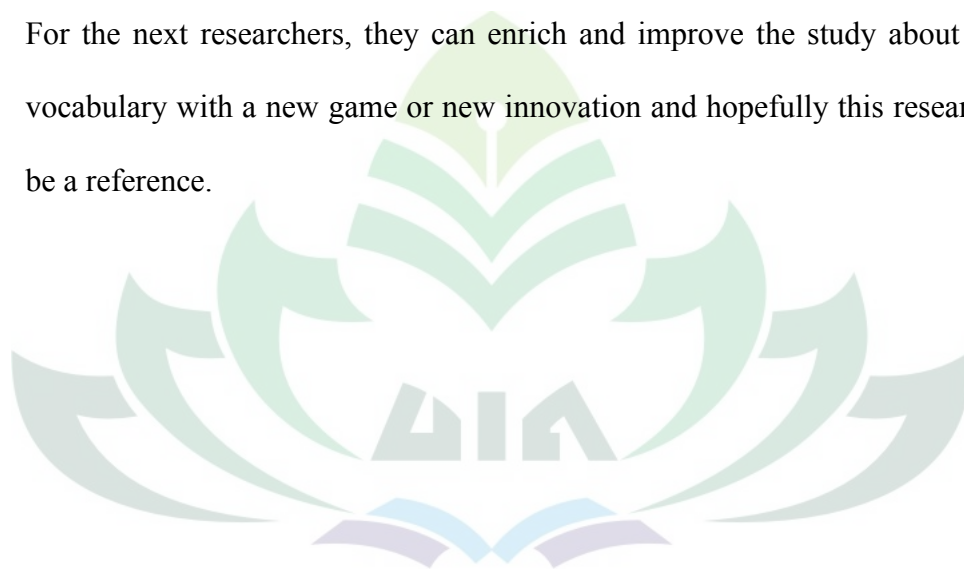
- a. The students should pay attention to learning vocabulary mastery through Definition Game by following the rules of the teachers.
- b. The students should be more active and have motivation to learn and practice their English to improve their vocabulary mastery.
- c. In learning English, especially vocabulary the students have to review their vocabulary knowledge and practice more in order to their vocabulary that had been learned did not disappear on their mind.

3. Suggestion for the School

- a. The school should add the library with English books of vocabulary mastery.
- b. The school should complete the facilities of English such as kind of games and equipment of teaching and learning English, especially in learning vocabulary mastery.

4. Suggestion for the next Researchers

For the next researchers, they can enrich and improve the study about teaching vocabulary with a new game or new innovation and hopefully this research could be a reference.



APPENDICES

